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ORIGINAL

Relationship between the use of ChatGPT in academic activities and the development of communication skills in university students

Relación del uso de ChatGPT en actividades académicas con el desarrollo de competencias comunicacionales en estudiantes universitarios

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ABSTRACT

This study explored the relationship between ChatGPT use and the development of communication competencies among 370 Communication students in Ecuador. Using a quantitative, correlational, and cross-sectional approach, a validated questionnaire measured frequency of use and perceived impact on expressive skills. Results indicated a strong and significant correlation (r = 0,79), suggesting that strategic ChatGPT usage enhances discourse organization, argumentation, and communicative clarity. Descriptive statistics revealed high student appreciation for its utility in structuring ideas and resolving complex topics. While variations in communicative impact were observed, findings underscore the formative value of generative AI when used reflectively. The study recommends pedagogical and ethical frameworks to guide its responsible integration in higher education, fostering critical thinking and holistic development. These results offer empirical support for institutional policies and future research on the role of AI in shaping professional competencies in academic environments.

Keywords: Generative Artificial Intelligence; ChatGPT; Communication Competencies; Higher Education; Critical Thinking.

RESUMEN

El estudio examinó la relación entre el uso de ChatGPT y el desarrollo de competencias comunicativas en 370 estudiantes universitarios de Comunicación en Ecuador. A través de un enfoque cuantitativo, correlacional y transversal, se aplicó un cuestionario validado para medir la frecuencia de uso de IA y su impacto en habilidades expresivas. Los resultados mostraron una correlación positiva y significativa (r = 0,79), indicando que el uso estratégico de ChatGPT favorece la organización discursiva, la argumentación y la claridad comunicativa. Las estadísticas descriptivas revelaron una alta valoración del recurso para estructurar ideas y resolver dudas complejas. Aunque se observó variabilidad en el impacto comunicativo, los hallazgos destacan el rol formativo de la IA cuando se integra de forma reflexiva. Se recomienda desarrollar marcos pedagógicos y éticos que regulen su incorporación en la educación superior, promoviendo el pensamiento crítico y el desarrollo integral. El estudio aporta evidencia empírica relevante para políticas universitarias y futuras investigaciones sobre IA y competencias profesionales.

Palabras clave: Inteligencia Artificial Generativa; ChatGPT; Competencias Comunicacionales; Educación Superior; Pensamiento Crítico.

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INTRODUCTION

The introduction of artificial intelligence in the educational field represents a significant change in the perception of current teaching and learning processes, driven primarily by technological evolution based on the use of innovative tools that require changes both in the teaching-learning process and in new methodologies that make the process meaningful, raising questions about the competencies and skills that students must currently develop in order to perform in a future workplace within increasingly common digital environments.

Since 2022, the use of artificial intelligence tools in academic activities has become increasingly common, not only in secondary schools but mainly in universities. One such tool is ChaGPT, which has been used without a clear framework for reflection, pedagogical regulation, and ethics. Which leads to a significant disconnect between the technological availability that exists and the proper strengthening of deep academic skills, which becomes a worrying situation about the development of communication skills, both oral and written, the development of critical thinking, and the mastery of the basic skills that a university student should have. The results are the formulation of isolated arguments, the inefficient development of a reflective attitude, and an incoherent process of logical thinking.[1]

In everyday and practical settings, many students use artificial intelligence to complete academic activities, write essays, construct scripts, or use it as a search system, without adequately reviewing the content generated or critically analyzing the results produced by the tool. According to a study, its automated use can limit the capacity for critical reasoning and reflective analysis. In this sense, without adequate methodology and academic guidance from teachers, completing activities is at odds with the essential skills a communication student should have in their professional future.[2]

This problem is regularly accentuated in higher education institutions. In this context, this research focuses on a public university on the coast of Ecuador, whose teaching system and academic offerings are both in-person and online. The analysis is carried out among students in the Communication program, where there is empirical evidence of intensive use of artificial intelligence in the creation of information, academic assignments, and oral and written presentations. However, there is uncertainty regarding the real impact of these technologies on students, due to determining factors such as institutional regulations, notable differences in digital literacy, and limited critical training in the pedagogical use of AI tools.[3,4]

Although the ChatGPT phenomenon is new and research related to its use in the classroom is arousing interest in the scientific and academic context, there are few studies in the global and regional context that allow for a clear understanding of the effects of using this tool and its impact on communication skills, whether positive or negative, which raises the need to conduct this study in the Ecuadorian context.[1]

In this context, the objective of the study is to analyze the relationship between the use of ChatGPT in academic activities, whether or not motivated by teachers, and the development of communication skills among first- to eighth-year communication students. This work is relevant because it aims to provide evidence of how artificial intelligence has become a key tool in the training of university students and is radically changing learning, thereby providing valuable data for effective decision-making in higher education institutions. In addition, it highlights ethical challenges and creates conditions for developing usage guidelines and strategies that universities can adapt and grow.[5,6]

The central hypothesis of the study suggests that there is a significant correlation between the development of university students' communication skills and the use of ChatGPT for educational purposes. The study's findings aim to support not only scientific knowledge but also higher education in Ecuador in a critical, reflective, and technologically adapted manner. Therefore, the research seeks to justify that artificial intelligence is not just a fad or passing trend but, like the internet at the beginning of the 21st century, is radically changing work, study, and research relationships, altering the way people access, process, and generate knowledge. Therefore, universities face the challenge of preparing future professionals who not only use AI tools but also understand their limitations, potential, and ethical responsibilities in their daily use, thereby leading to comprehensive, conscious, and strategic training at the professional level.[7]

Artificial intelligence and a change in teaching methods

A study argues that artificial intelligence can act as a "cognitive amplifier," but only when applied effectively and pedagogically. Indeed, a study support this position by emphasizing the urgent need for clear etymological frameworks to guide the use of these disruptive technologies in higher education. On the other hand, analyzes the disadvantages of the reflexive use of technology, emphasizing how these tools can replace critical thinking and creativity rather than encourage them. Based on personal experience, it is crucial to establish ethical guidelines to avoid the reflexive use of technology, which could limit the creative and critical potential of university students.

However, students who use AI tools under the supervision of a guide or teacher improve their writing performance compared to those who use them solely to leverage their natural abilities. Under this view, studies found significant improvements in the coherence and clarity of texts produced under academic methodologies and argumentative propositions, but to the same extent, they warn that excessive use without guidance can hinder the development of cognitive and critical thinking skills. In this regard, pedagogical support should be adequate, structured, and grounded in more consistent methodologies.[8,9]

On the other hand, studies argue that university environments require a deep understanding that encompasses not only the frequent use of technology, but also its educational objectives, the cognitive strategies involved, and the quality of pedagogical support. Therefore, a study delve deeper into this topic and offer a sociocritical analysis that allows us to determine how these technologies can reproduce social inequality or establish new discursive norms in education.

However, according to a study, the real goal is not to incorporate artificial intelligence but rather to define the role of teachers

and students in new technologically mediated environments.

According to a study, university environments require a deep understanding that encompasses not only the frequent use of technology but also its educational objectives, the cognitive strategies involved, and the quality of pedagogical support. This comprehensive analysis is essential for effective implementation associated with the quality of support. Consequently, go further and propose a sociocritical analysis to determine how these technologies can reproduce social inequality or establish new discursive norms in education. Meanwhile, from the perspective of a study, the real challenge is not merely to incorporate artificial intelligence but also to define the roles of teachers and students in new technology-mediated environments from a humanistic and ethical perspective.[10]

However, a study affirm that the real challenge is not only to have access to advanced digital tools, but also to believe in the institutional and pedagogical capacity to integrate them into the classroom in a critical way. They, like a study, argue that a true educational transformation driven by artificial intelligence requires a profound ethical and communicative education that fosters both student autonomy and teachers' critical reflection. This point of view aligns with current proposals for the digital learning environment, where the reflective and intelligent use of technology is combined with intellectual independence, critical thinking, and the co-construction of knowledge within academic communities dedicated to educational excellence.

Current context of ChatGPT use and communication skills

Various studies offer a range of perspectives on the use of ChatGPT and its impact on students' communication skills, and warn of a lack of critical literacy. One such study is that of a author, whose results confirm a significant increase in the use of tools among students across all areas of knowledge. Along these lines, found significant improvements in writing and argumentation when the application is reflective and guided, while a study suggests that unclear regulations could be detrimental in situations and contexts where teaching methodologies do not involve technological resources in a cross-cutting manner.[11]

On the other hand, argue that ChatGPT can improve the organization and coherence of texts when used as a pedagogical aid rather than directly replacing student thinking. A study confirm these findings across different socio-educational realities and contexts. Consequently, find significant cognitive advantages for students with low academic performance, who benefit from imitating advanced textual models. On the contrary, warn of the potential for dependence, demotivation towards original writing, and the trivialization of autonomous learning, emphasizing the need for specific studies in local contexts.

Furthermore, studies reaffirm that regular use of ChatGPT significantly improves textual structure. However, along the same lines, it can diminish argumentative originality without effective teacher mediation. Based on this view, assert that students often replicate preferred discursive patterns based on the use of artificial intelligence, without effective subsequent review or adequate investigative analysis to contrast the information obtained, which demonstrates argumentative diversity if it is not actively encouraged, and previous writing experience mediates the perception of better communication.[12]

Also cite personal factors, such as efficiency and prior writing experience, as contributing to a perception of better communication. However, demonstrate that the real impact of tools such as ChatGPT in universities is evident in effective communication and information, which depends mainly on the pedagogical support and metacognitive strategies used by teachers. Therefore support this view and suggest a gradual, critical integration of artificial intelligence into the curriculum, emphasizing a collaborative, aesthetic approach that considers sociocultural aspects appropriately adapted to the context and reality of Ecuadorian universities.

On the other hand, the study reports cognitive benefits for students with low performance levels, enabling them to access advanced textual models they can imitate and learn from. However, studies warn of a growing dependence, demotivation towards autonomous textual production, and a possible trivialization of the learning process. At this point, the academic debate intensifies and reveals the need for empirical research in local contexts, such as Ecuador.

Communication skills and competencies in university education

In higher education, communication skills are key to the academic and professional growth of those pursuing a degree, regardless of their field of study. These competencies include linguistic, sociolinguistic, discursive, and strategic skills, as well as language proficiency. Accordingly, Canale et al.[2] assert that effective communication goes beyond being grammatically correct, while a study, along the same lines, implies being clear about what is said, critically understanding the context, and adapting to the environment in which communication takes place.

In other words, the ability to argue and analyze ideas is essential for effective communication at university. In addition to this criterion, a study assert that artificial intelligence has the potential to improve these skills, provided appropriate areas for reflection and training accompany this process. In this context, and given the study's expertise and context, it is observed that students, regardless of their level, achieve better results when technology is used to meet academic objectives and as a complement to carefully planned and executed pedagogical processes, rather than as an independent tool.[13]

According to a study, technology must be integrated as a component of a communication ecosystem that supports interaction, continuous feedback, and the ability to create meaningful things together, which underpins the degree of relevance of the communication process in academic training. Therefore, according to a study, improving communication skills involves more than just writing formal texts; it also entails creating discourses relevant to real-world situations, incorporating ethical, critical, and creative elements that are particularly significant in communication.

In this sense, these approaches strengthen the link between students' social reality and their academic world. Therefore, it is considered that a student could apply these skills by creating a periodic project on vulnerable communities, demonstrating how classroom instruction can lead to significant social action, as stated a study, who emphasize the need to foster dialogue in the

university classroom from a sociocultural perspective, allowing students to learn to argue with unity, evaluate various sources of information, and support different positions with evidence, strengthening them as responsible academic citizens.[14]

In educational environments where digital technologies are increasingly prevalent, studies argue that communication skills must go beyond textual communication and incorporate a range of audiovisual and digital languages. These multimodal skills are essential for future communication, as future professionals will need to work in complex environments with abundant information and constant collaboration. In line with this assert that universities must rethink their curricula to ensure the development of integrated communication skills capable of articulating critical reasoning, discursive creativity, and the responsible use of artificial intelligence technology tools.

METHOD

The study uses a quantitative methodology to examine the relationship between ChatGPT use and the development of communication skills among students in online and face-to-face communication programs at a public university on the coast of Ecuador, with a nationwide student population of 75 000. The students in the program analyzed in the study are in their first to eighth year and are of both genders. This method allows for the examination of typical patterns of use and behavior of artificial intelligence that students associate with their academic training.

In line with its purpose, the study is exploratory and descriptive, aiming not only to describe the phenomenon under study but also to investigate the relationship between the use of AI tools and the development of communication skills. The study is cross-sectional and non-experimental. According to the study variables, they are examined in the educational context of the communication degree program where the study was conducted, collecting data at a single point in time, during the first regular academic semester of 2025, corresponding to March to June.

The structure of the study is correlational because it seeks to analyze the degree, level, and direction of the relationship between the independent variable, which refers to the use of ChatGPT, and the communication skills of university students. The general study population comprises 3500 students in the communication degree program, in both virtual and face-to-face modalities, and a representative statistical sample of 375 students from all levels of study, from the first to the eighth semester, is used.

For data collection, a questionnaire designed and validated by experts is used, with topics focused on sociodemographic characteristics, the use and frequency of the AI tool under study, as well as a self-assessment scale of communication skills based on models such as those proposed by Canale et al.[2].

Depending on the nature of the information obtained, the data analysis is determined based on the participant's profile description. In addition, descriptive statistics are used, along with inferential procedures such as Pearson's correlation and linear regression, to identify relevant relationships among the study variables. The validity and reliability of the instrument were established through a pilot test of the questionnaire with a sample of 30 participants to verify its consistency and clarity in the items of analysis.

The proposed methodological approach allows the research problem to be addressed in a structured, methodical, and contextually grounded manner, thereby responding to the objectives set out in the study. The data were collected using a structured questionnaire with 30 items, on a Likert scale, designed into two dimensions: the use of ChatGPT as an educational technology tool and the communicative, expressive, and dialogic skills of communication students.

RESULTS

The instrument's reliability was assessed using Cronbach's alpha. The reliability coefficients for the ChatGPT use and communication skills dimensions were $\alpha = 0{,}983$ and $\alpha = 0{,}980$, respectively. The values indicate very high consistency on both scales, suggesting that the items included in each dimension coherently evaluate the proposed constructs.

In addition, descriptive statistics were calculated for each dimension analyzed. In the case of ChatGPT use, the item ranged from 4,20 to 4,24, reflecting a high rating from students regarding its use for academic tasks. While the standard deviations were low —approximately 0,23 to 0,25 —indicating homogeneity in the responses. The items with the highest mean corresponded to the organization of academic work, the expansion of ideas prior to writing, and the clarification of complex topics. These findings suggest that students not only use ChatGPT as a reference assistant, but also as a resource that contributes to structuring and developing their academic tasks (table 1).

Table 1. Descriptive statistics for items in the ChatGPT Use dimension (n = 100)

Item	Mean	Median	Std. Dev.	Variance	Minimum	25th percentile	75th percentile	Maximum
U1	4,22	4,23	0,23	0,05	3,70	4,07	4,38	4,75
U2	4,21	4,21	0,23	0,05	3,70	4,03	4,37	4,68
U3	4,24	4,26	0,24	0,06	3,54	4,08	4,39	4,73
U4	4,22	4,26	0,23	0,05	3,72	4,07	4,37	4,90
U5	4,22	4,20	0,24	0,06	3,60	4,06	4,39	4,81
U6	4,23	4,25	0,24	0,06	3,57	4,08	4,40	4,82
U7	4,20	4,20	0,25	0,06	3,50	4,04	4,39	4,84
U8	4,23	4,27	0,25	0,06	3,48	4,04	4,41	4,89

U9	4,22	4,23	0,22	0,05	3,74	4,09	4,36	4,80
U10	4,23	4,27	0,22	0,05	3,67	4,10	4,35	4,72
U11	4,22	4,25	0,24	0,06	3,62	4,06	4,39	4,84
U12	4,21	4,22	0,23	0,05	3,70	4,06	4,38	4,78
U13	4,23	4,26	0,25	0,06	3,50	4,07	4,39	4,89

In contrast, items related to communication skills showed moderate dispersion and average scores between 3,85 and 3,91, indicating that students saw a highly significant improvement in communication skills, particularly in oral expression.

Table 2. Descriptive statistics for items in the communication skills dimension (n = 100)

Item	Mean	Median	Std. Dev.	Variance	Minimum	25th percentile	75th percentile	Maximum
H1	3,87	3,88	0,29	0,09	3,05	3,68	4,05	4,54
H2	3,89	3,89	0,32	0,10	2,88	3,70	4,09	4,75
H3	3,85	3,88	0,29	0,08	2,97	3,69	4,05	4,35
H4	3,86	3,86	0,29	0,08	3,17	3,67	4,08	4,42
H5	3,91	3,91	0,28	0,08	3,15	3,74	4,11	4,49
H6	3,88	3,90	0,31	0,09	3,00	3,67	4,10	4,65
H7	3,90	3,92	0,30	0,09	3,10	3,70	4,11	4,68
H8	3,86	3,88	0,29	0,08	3,00	3,65	4,07	4,40
H9	3,89	3,90	0,28	0,08	3,22	3,69	4,06	4,49
H10	3,88	3,89	0,30	0,09	2,98	3,67	4,08	4,50

On the other hand, one of the most relevant results of the analysis was a direct, positive correlation between average ChatGPT use and average development of communication skills. In this regard, the Pearson correlation coefficient obtained was r = 0,79, indicating a strong and significant association. The results suggest that the more frequent and strategic the use of the AI tool, the more students report a stronger perception of their communication skills, particularly in the effective presentation of activities.

According to these results, shown in figure 1, the linear regression indicates a clear upward trend between the two variables. These results support the hypothesis that the conscious use of artificial intelligence tools can act as a mediator in improving expressive, comprehensive, and argumentative skills among university students.

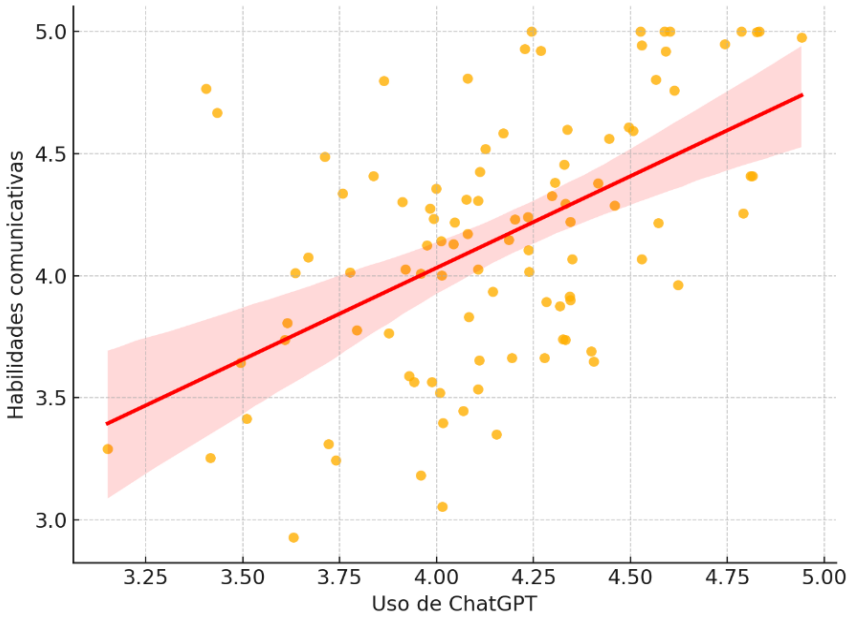

Figure 1. Correlation between ChatGPT use and communication skills

Regarding the degree of agreement shown in figure 2, the statements are closely related to the use of the tool for writing academic texts, resolving conceptual doubts, and organizing written work, which indicates that there is a functional use of the resource, not only from an operational perspective but also from a strategic one. In this context, students tend to use the AI tool as a

cognitive assistant that facilitates processes of synthesis, discursive planning, and argumentation. This may be related to the natural incorporation of emerging technologies into the study habits and academic writing of the current generation of university students.

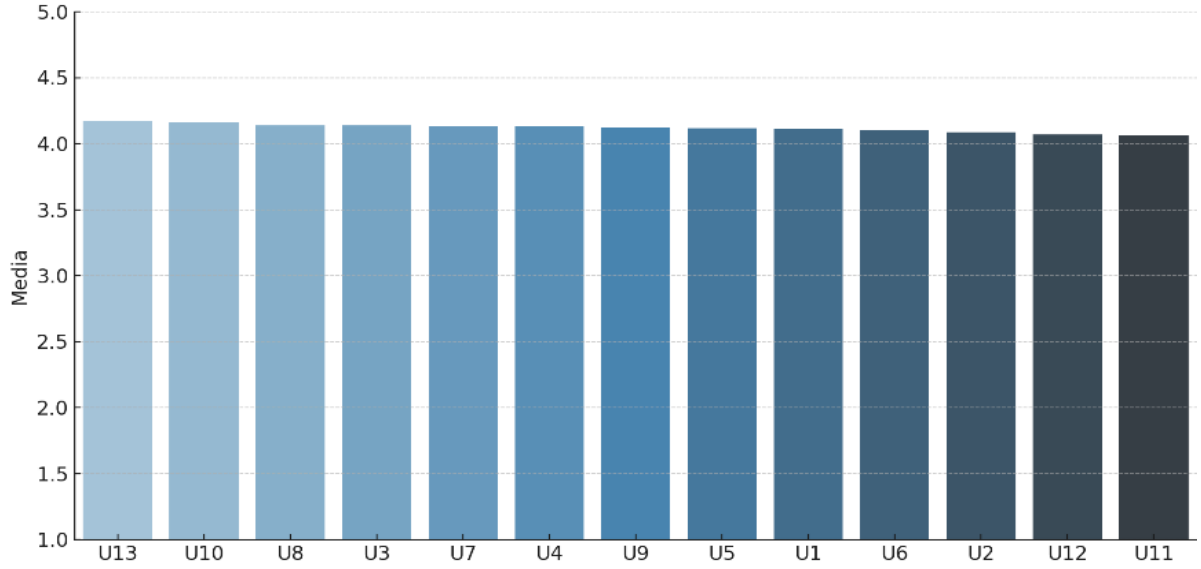

Figure 2. Average use of ChatGPT in academic activities

Regarding communication skills, the results in figure 3 show that students perceive a significant improvement in dimensions closely related to argumentation, communicative coherence, and clarity of discourse. The items that stand out most are "ChatGPT has helped me improve my ability to argue ideas" and "It allows me to express myself more clearly when writing." These responses reaffirm that generative artificial intelligence not only fulfills an instrumental function but also a formative one. Interaction with the tool seems to promote a reflective process of improvement in communication skills, as it offers writing models, rephrasing suggestions, and structured examples that students progressively internalize.

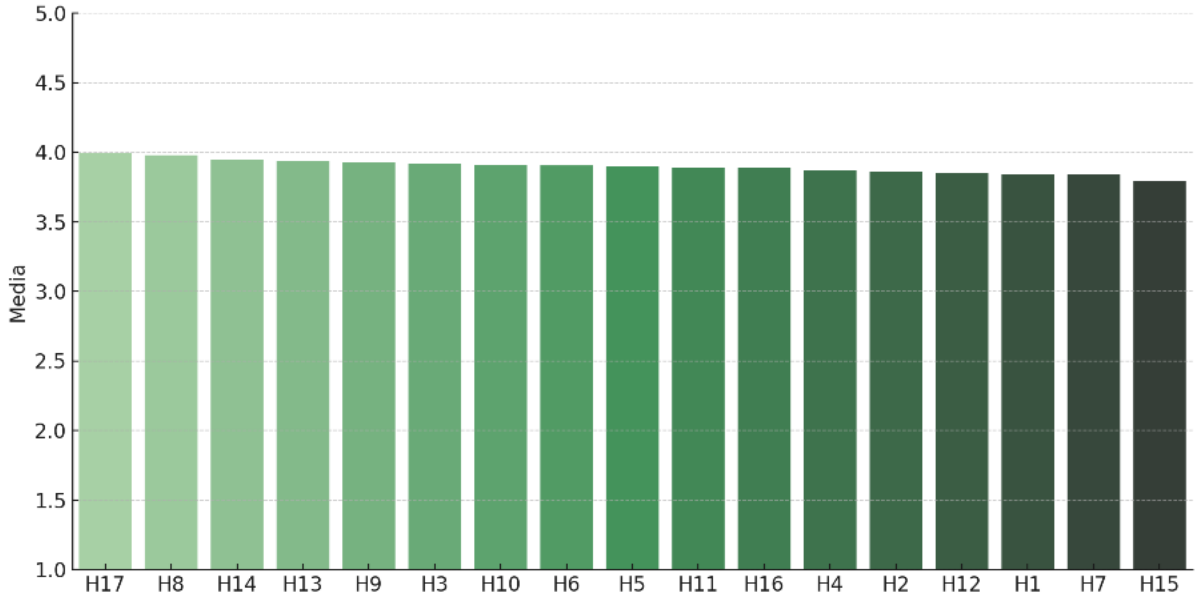

Figure 3. Recognition of the positive impact on oral and written expression

Meanwhile, the analysis of the dispersion between the two variables reveals the consistency of the pattern: the higher the level of ChatGPT use, the higher the average level of development of communication skills. In figure 4, the points are concentrated at the top of the ascending diagonal, indicating a significant group of students with a high frequency of use who also report higher levels of communication skills. However, there are atypical cases of low use with high skill levels or vice versa.

Although the averages do not reach the same magnitude as with ChatGPT, there is a general perception of improvement in expressive skills. This difference between dimensions can be explained by the fact that acquiring communication skills is a gradual process that depends on multiple factors, not just the use of digital tools.

This finding is consistent with previous studies that claim that interaction with language models such as ChatGPT can have a significant impact when used autonomously, critically, and for academic purposes.

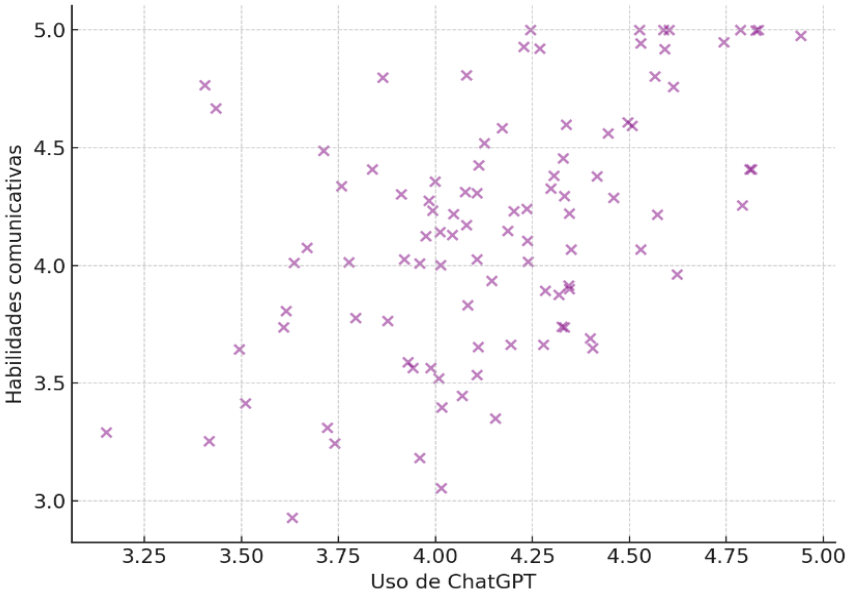

Figure 4. Consistent dispersion pattern among individual averages

Regarding the data distribution analysis, figure 5 shows that responses regarding ChatGPT use tend to be concentrated in the medium-high range, with less dispersion than communication skills. This can be interpreted as homogeneity in the use of the tool among students, but as a more marked diversity in perceptions of communication development.

In other words, although many students use AI regularly, its impact on skills may depend on factors such as the type of task, the mode of use, and even the student's reflective attitude toward the generated content.

The fact that the highest median score is in the communication skills category could reflect students' optimism about their own communication skills. This result is consistent with previous research highlighting how technological environments can promote the development of metacognitive and discursive skills.

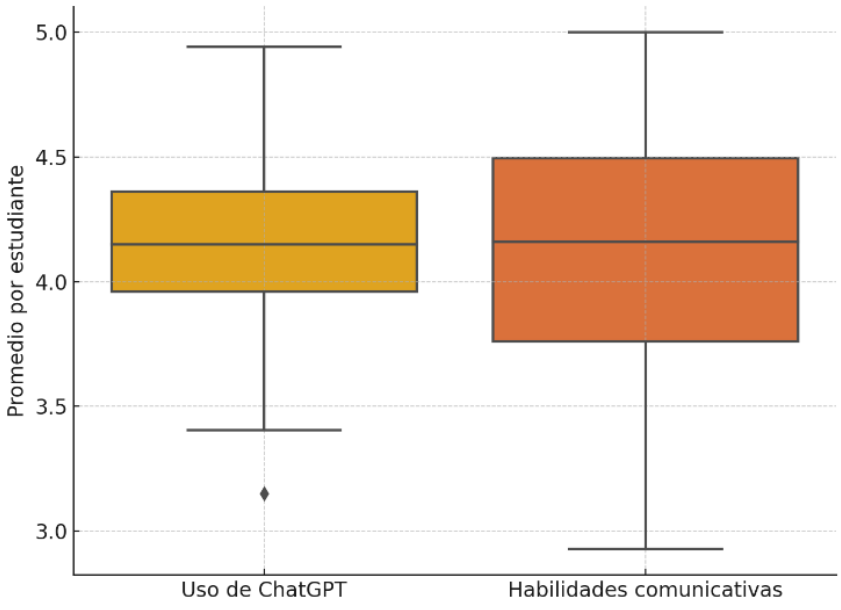

Figure 5. Comparison between the use of ChatGPT and the development of communication skills

The study's findings reveal a positive, significant relationship between recurrent use of the tool and the development of communication skills in the university environment. Figure 5 shows that students who incorporate this tool into their academic activities tend to express themselves more clearly, coherently, and effectively, both in writing and orally.

Similarly, the analysis shows that the use of ChatGPT goes beyond a technical or mechanical application. Students use it reflectively and strategically, which reinforces its value as a pedagogical resource within autonomous learning processes. This dynamic is relevant in disciplines such as communication, where discursive skills cut across all professional training. These results Open the door to new research aimed at exploring in depth how artificial intelligence affects teaching practices and the consolidation

of key skills for professional practice in the university setting.

DISCUSSION

The main finding reveals a direct and significant correlation between the use of artificial intelligence tools and the strengthening of communication skills in university students (r = 0,79), which represents a valuable contribution in the context of educational communication and also supports the premise that critical and academic use of artificial intelligence can promote the development of essential communication skills in the university environment.[15,16]

The results are consistent with the opinions of authors, who have noted that the actual educational value of artificial intelligence lies not in its ability to automate tasks, but in its potential as a tool for mediating critical thinking and expression. The evidence gathered in this study supports this claim by showing that students use ChatGPT not only as a search engine or to answer questions, but also as a tool to organize their thoughts, clarify complex content, and facilitate academic writing.[17,18]

Statistical analyses show that using ChatGPT has a positive effect on organizing ideas, creating arguments, and improving writing. This is also consistent with studies by studies, which found significant improvements in textual production when AI is used in mediated pedagogical contexts with a clear formative intention.[19,20]

It should be noted that the internal consistency of the items comprising the two dimensions analyzed was high (α = 0,983 for ChatGPT use and α = 0,980 for communication skills), which reinforces the validity of the constructs and the reliability of the measurement instrument. This robust methodological feature allows for greater interpretive weight to be given to the findings and legitimizes the generalization of the conclusions in the context studied.

In terms of the specific contributions of the study, it can be said that it goes beyond the limitations identified in previous research, such as a study, who noted the lack of systematic empirical studies in the Ibero-American context. In this context, the study's results not only fill an academic gap but also situate themselves within a specific educational reality, helping build relevant, situated knowledge for the region. In addition, it is necessary to consider not only the frequency of technology use but also its direct relationship to the development of cross-cutting professional skills.[21]

Another element to consider in the study is how the findings relate to the research questions formulated. First, the hypothesis that there is a significant relationship between the academic use of ChatGPT and the development of communication skills is answered affirmatively. The strength of this association, as reflected in both Pearson's correlation and the dispersion analyses, supports the study's central thrust. In addition, patterns of use are identified that reinforce the strategic and integrated nature of AI use in academic processes: students tend to use ChatGPT not only to solve specific tasks, but also as a tool to structure their discourse, clarify ideas, and prepare complex academic products.[22,23]

Clear responses to the specific objectives set out are also evident. Regarding students' perceptions of ChatGPT's impact on their communication performance, more than 80 % of participants reported that the tool positively affects their ability to write academic texts, organize ideas, and improve argumentative coherence.

These results also allow us to identify critical aspects that should be considered with caution. The average perception of communication skills is high. However, the data dispersion in this dimension is greater than with ChatGPT, suggesting that the tool's impact is not uniform across all students. As indicated by a study, factors such as academic self-efficacy, previous writing experience, and teacher support can mediate the effect of AI on communication skills.[24,25]

Similarly, the study also confirms that ChatGPT use is mainly concentrated in written tasks, while its impact on oral skills is relatively less and more diffuse. This observation raises a new field of exploration, as much of the literature reviewed points out that communication skills must be developed holistically, encompassing both oral and written expression.

Strategically, the results offer a valuable contribution to the development of educational policies in the university setting, as they support the need to incorporate curricular pathways that integrate cross-cutting AI tools, especially in subjects related to communication, such as academic writing, critical thinking, and argumentation. Furthermore, it highlights the importance of training teachers not only in the technical management of these technologies, but also in their pedagogical and ethical application, as stated by a study, who promote the educational and responsible use of AI in relation to the challenges identified by UNESCO about equity and the comprehensive development of university students.[26]

Despite the limitations identified, the study also Opens the possibility of future research that analyzes longitudinally how the impact of artificial intelligence evolves in strengthening communication skills throughout a complete academic cycle, especially in qualitative contexts. In this regard, it would be valuable to incorporate objective assessment tools for communicative performance, such as analytical rubrics, student-written text reviews, and audiovisual recordings of oral presentations, to complement self-reported perceptions and provide a more complete and in-depth understanding of the phenomenon.[27]

Therefore, this study contributes substantially to the academic debate on the role of artificial intelligence in higher education and also provides methodological and analytical elements that can be replicated in other contexts, as well as offering practical guidelines for the formulation of institutional policies in universities seeking to integrate AI in a relevant way into their educational processes.

CONCLUSIONS

The results of this research allow us to argue, based on clear and consistent evidence, that the academic use of ChatGPT is directly and closely related to the strengthening of communication skills among university students. This relationship was evident in communication students at the university where the study was conducted, and the correlational statistical data between the variables analyzed validate the hypothesis and meet the objectives set.

The study also showed that students are not only familiar with AI tools but also use them repeatedly and strategically to optimize

the quality of their academic work, without teacher guidance or instruction. The responses collected reveal a positive perception of ChatGPT, especially in structuring ideas, writing texts quickly and coherently, understanding complex content, and formulating solid arguments, indicating a significant appropriation that directly impacts their educational processes.

In terms of the study's objectives, the results satisfactorily demonstrate a significant contribution to the development of communication skills, especially writing, and confirm a positive association between the frequency of tool use and the level of communication competence demonstrated by the participants. Based on the findings, a series of recommendations was proposed for the university environment, focusing on the pedagogical and ethical integration of artificial intelligence into teaching and learning processes. These suggestions highlight the potential of tools such as ChatGPT to serve as strategic allies in academic training, provided that their use is guided by ethical, critical, and educational criteria that ensure students' comprehensive development.

The results also show that students use the tool to improve their writing and argumentation processes significantly. In addition, university students reported a positive impact on their communication skills, a perception they linked to improved academic performance.

In this sense, the study offers significant contributions to the debate on the role of AI in educational environments, especially universities, where its use is now widespread and unregulated. It should be noted that the internal reliability indicators obtained were high, which strengthens the validity of the study. Furthermore, the data collected provides a solid basis for future studies that aim to advance the development of communication skills and the ethical use of AI tools in the university setting.

All the evidence gathered invites reflection on current university educational methodologies and underscores the need to integrate emerging technologies into higher education processes thoughtfully. In this context, an academic vision is proposed that not only observes the impact of artificial intelligence in the classroom but also promotes its conscious, critical incorporation as a transformative resource in contemporary education.

FINANCING

None.

CONFLICT OF INTEREST

None.

AUTHORSHIP CONTRIBUTION

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